



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Daniel Cox
Grade Level: 9 - Diploma

Date of Lesson: Lesson 5
Topic: Civil War and Reconstruction

Objectives

Student will understand that the impact on the popular support in the Confederate states following the defeat at Gettysburg and how that affected the overall perception of the war.

Student will know how the feelings of the deaths of the Civil War compare to those of the current military deployments.

Student will be able to show how the military leadership advantage, which rested with the Confederacy, not lead them to victory?

Maine Learning Results Alignment

History

Historical Knowledge, Concepts, Themes, and Patterns

Grade 9- Diploma

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy ideals and institutions in the world.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Rationale

Students will need to better understand why although the military advantage resided with the Confederacy it did not carry them to victory. This will provide them with a good base of information for when they begin studying other conflicts in history where the military advantage did not lead to victory. This will provide a better understanding of the conflicts in Vietnam or Afghanistan under the former Soviet Union occupation.

Assessment

Formative (Assessment for Learning)

Open classroom discussion of military advantage, what constitutes a military advantage and should a military advantage always lead to victory. The conversation will bring in the conflicts in Korea, Vietnam, Afghanistan, and Iraq. This will allow students to make connections to the outcomes of those conflicts with the results of the Civil War.

Summative (Assessment of Learning)

Two page essay response to what they feel the impact was following the loss of the Civil War by the Confederates and how they would feel if we are not able to be victorious in the conflicts in Iraq and Afghanistan. They will be incorporating the responses from the soldiers into their essays.

Integration

English- writing, typing, discussion, and reading

Technology- typing paper, internet research on Iraq and Afghanistan, blog with soldiers

Groupings

Students will be sorted into groups of four by mountains, rivers, coast, or wetlands, the four regions in the state of Maine. Sorting into groups will allow the students to have better success in finding a blog account for a soldier and making the initial contact with those soldiers.

Differentiated Instruction

Strategies

Linguistic: Establishing groups, group discussions, class discussions

Logical: Sorting into groups

Spatial: Sorting into groups up around moving, rearranging the classroom

Kinesthetic: Moving into groups, typing on the computer

Interpersonal: Group work, group and class discussions

Intrapersonal: Reflection of how they would feel seeing group of dead

Modifications/Accommodations

I will review students IEP, 504 or ELLIDEP and make appropriate accommodations. Students that miss any class instruction time will be responsible for contacting the teacher to receive any handouts and to ensure that the student is comfortable with the material covered. The student will be further responsible for getting any notes missed from a fellow student. If an assessment is missed the student will contact the teacher to ensure the assessment, or an alternative assignment, is made up as soon as possible to ensure the student maintains pace with the class.

Extensions

Students will be required to find a soldiers' blog account and begin corresponding with them via the internet and discuss with them how long they have been gone, what their daily routine is, and what they are most looking forward to when they get back to the States. They will be able to establish a rapport with the soldier and hope that they continue the correspondence.

Materials, Resources and Technology

Laptops-one per student

Wireless internet network

Textbook

Notebooks

Pens/Pencils

Syllabus

Blogspot.com

Student Blog Spreadsheet
Story map graphic organizer
Student manila folders
3x5 cards
Highlighters
LCD projector

Source for Lesson Plan and Research

[Soldier's Blogs](#)
[Civil War Pictures](#)
[U.S. Government](#)
[Civil War Timeline](#)
[Confederate Surrender](#)
[Siege of Petersburg](#)
[Burning of Atlanta](#)
[U.S. War Deaths](#)

Maine Standards for Initial Teacher Certification and Rationale

Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.

Rationale: The lesson will meet the standard through close attention to the multiple intelligence theory as well as getting the students into the process of comparison of current events with events from the lesson. The students will have the opportunity to not only share with peers and receive feedback from them, they will also be making contact with soldiers serving in the Iraq theater to get first-hand knowledge of the events and day to day activities. These approaches will allow the learning for the students to come from multiple avenues that will tap into all of the multiple intelligences.

- ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

Rationale: Standard 4 will be met through investigation both through the internet and print material. This will allow both the students and the teacher the opportunity to explore multiple sources and various opinions of the events that transpired. The goals of the lesson will also allow the students to have a better perspective both looking forward toward future learning and current events but also reflective in nature will allow the students to apply lessons learned in the class to have a deeper impact on other learning.

- ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.***

Rationale: The lesson will meet Standard 5 by through the use of a blog account where the students will be interacting with soldiers deployed to the Persian Gulf region. This will allow the students to post and respond to posts on a blog account. This will be combined with the use of internet research for photographs and historical recounts of the battles of the Civil War comparing various sites and the information posted on the various sites. The groups will also perform work in groups to better prepare themselves for the student sample and continue their growth with website analysis.

- ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

Rationale: The students will be given an informal assessment through the use of the graphic organizer which will allow them to first explore their own ideas and beliefs and then update and put in the correct information as it is discussed in the classroom. The informal assessment will allow the students to put down ideas without the pressure of being embarrassed by a wrong answer or a misspelling. The summative assessment will be reflective in nature of their learning on the lesson as well as incorporating the input they have received from the soldier, or as a result of reading the postings.

Teaching and Learning Sequence:

Agenda:

Attendance/Students settle in
 Hook/Graphic Organizer
 Discussion on the burning of Atlanta and near invasion of Washington, D.C.
 Discussion and reflective work regarding loss of the Confederacy
 Introduction of Lesson 6
 Individual work on final project

The students will enter the classroom to see a chart on the overhead projector screen that shows the number of deaths of American soldiers for all wars since the American Revolution. The sections on the Civil War and the current war on terrorism highlighted for greater attention. The thought provoking question for the students will be if the cost in dollars is more important than the cost of lives, or are they inseparable. Will remind the students that the Iraq war has just recently passed the 4,000 lives lost mark, the Vietnam conflict saw over 58,000 and Korea had over 35,000. Are there any parallels between the current conflict and the conflicts in Korea and Vietnam? The purpose of this conversation will be to steer the students to how the people in the north and south would have been feeling after the surrender of the Confederacy. I want the students to begin to be open with their discussion of the current conflict and how they are feeling about the reports they are seeing on the news regarding the deaths in Iraq. **Where, Why, What, Hook, Rethink, Tailor: Linguistic, Interpersonal, Intrapersonal** (10 minutes)

Following the hook and the classroom discussion will bring the class back into focus by switching the overhead to reflect the timeline for the Civil War. At this point I will have the students work on the Fact vs. Opinion Graphic Organizer which will allow the students to write down their thoughts on the closing years of the war. Will move forward to the Siege of Petersburg by General Grant and how that impacted the fighting strength and supply of the Confederate Army and into the ultimate defeat of the Confederacy. This period will also include the near invasion of Washington, D.C. which was narrowly defended by General Sheridan, who led the crushing defeat of General Early's forces in the Shenandoah Valley. Discussion will include the burning of Atlanta by William Sherman and discuss the leadership of the Union Army. The discussion of the class will progress to how they were viewing the progress of the war as it moved further and further into Confederate held lands. As the battle shifts toward Atlanta the discussion will move toward the infrastructure that was available at the time of Sherman's March and how that would have been affected by the extended supply chain or what difficulties had to be overcome to continue the march. **Where, Why, What, Equip, Explore, Experience, Rethink, Evaluate, Tailor: Linguistic, Logical, Interpersonal, and Intrapersonal.** (30 minutes)

Following the discussion of the losses at Petersburg and the burning of Atlanta the Confederacy was left with no other options but to surrender. Reflective work will begin through discussion with the

students on where the Confederate leadership failed, or did they? Did the numerical advantage mean that no matter what battles the Confederates were able to win, they would still have lost the war? Was there some other facet of the war that we had not discussed that was the real key to the Union victory? This will be a nice introduction to the last lesson in the section which deals with Reconstruction in the south and the fallout from the loss to the Union and the reuniting of the United States. The students will have time at the conclusion of the instruction to work on their student sample. **Where, What, Equip, Experience, Rethink, Refine, Evaluate, Organize, Tailor: Linguistic, Logical, Interpersonal, Intrapersonal** (20 minutes)

Reflection:

Fact and Opinion

Write your topic at the top. Add details to each column.

Fact

Opinion

America's Wars: U.S. Casualties and Veterans

American Revolution (1775–1783)	
Total servicemembers	217,000
Battle deaths	4,435
Nonmortal woundings	6,188
War of 1812 (1812–1815)	
Total servicemembers	286,730
Battle deaths	2,260
Nonmortal woundings	4,505
Indian Wars (approx. 1817–1898)	
Total servicemembers	106,000 ¹
Battle deaths	1,000 ¹
Mexican War (1846–1848)	
Total servicemembers	78,718
Battle deaths	1,733
Other deaths in service (nontheater)	11,550
Nonmortal woundings	4,152
Civil War (1861–1865)	
Total servicemembers (Union)	2,213,363
Battle deaths (Union)	140,414
Other deaths in service (nontheater) (Union)	224,097
Nonmortal woundings (Union)	281,881
Total servicemembers (Conf.)	1,050,000
Battle deaths (Conf.)	74,524
Other deaths in service (nontheater) (Conf.)	59,297 ²
Nonmortal woundings (Conf.)	unknown
Spanish-American War (1898–1902)	
Total servicemembers	306,760
Battle deaths	385
Other deaths in service (nontheater)	2,061
Nonmortal woundings	1,662
World War I (1917–1918)³	
Total servicemembers	4,734,991
Battle deaths	53,402
Other deaths in service (nontheater)	63,114
Nonmortal woundings	204,002
Living veterans	fewer than 25 ¹
World War II (1940–1945)³	
Total servicemembers	16,112,566
Battle deaths	291,557
Other deaths in service (nontheater)	113,842
Nonmortal woundings	671,846

Living veterans	3,242,000 ⁱ
Korean War (1950–1953)	
Total servicemembers	5,720,000
Serving in-theater	1,789,000
Battle deaths	33,741
Other deaths in service (theater)	2,833
Other deaths in service (nontheater)	17,672
Nonmortal woundings	103,284
Living veterans	3,086,400 ⁱ
Vietnam War (1964–1975)	
Total servicemembers	8,744,000
Serving in-theater	3,403,000
Battle deaths	47,424
Other deaths in service (theater)	10,785
Other deaths in service (nontheater)	32,000
Nonmortal woundings	153,303
Living veterans	7,286,500 ⁱ
Gulf War (1990–1991)	
Total servicemembers	2,225,000
Serving in-theater	665,476
Battle deaths	147
Other deaths in service (theater)	382
Other deaths in service (nontheater)	1,565
Nonmortal woundings	467
Living veterans	1,852,000 ⁱ
America's Wars Total	
Military service during war	43,185,893
Battle deaths	653,708
Other deaths in service (theater)	14,560
Other deaths in service (nontheater)	525,930
Nonmortal woundings	1,447,281
Living war veterans	17,835,000 ⁺
Living veterans	23,976,000
Global War on Terror (as of Sept. 30, 2006)[§]	
Total Servicemembers (Worldwide)	1,384,968
Deployed to Iraq and Afghanistan	165,000
Battle Deaths	2,333
Other Deaths (In Theater)	707
Non-mortal Woundings	21,649
Living Veterans	588,923 [§]

Lesson 5 Resources:

<http://www.aapavatar.net/blogs.htm>

<http://americancivilwar.com/pictures/>

<http://usinfo.state.gov/products/pubs/histryotln/civil.htm>

<http://memory.loc.gov/ammem/cwphtml/tl1862.html>

<http://www.nps.gov/apco/>

<http://www.multied.com/CivilWar/Petersburg.html>

<http://www.sonofthesouth.net/union-generals/sherman/memoirs/general-sherman-burning-atlanta.htm>

<http://www.infoplease.com/ipa/A0004615.html>